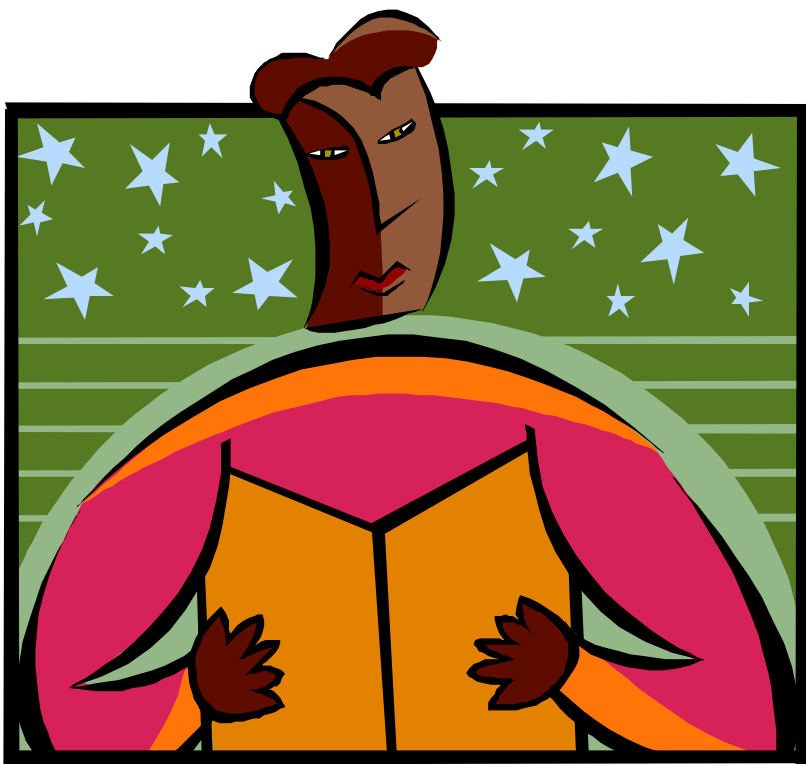# Reading Excellence Program

Overview

Revised September 18, 2000

Reading Excellence Program
U.S. Department of Education
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Washington, DC 20202-6200
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September 18, 2000

Contents

Introduction

The Reading Excellence Act was authorized in October 1998 to carry out the following purposes:

- ❖ Teach every child to read by the end of third grade.
- ❖ Provide children in early childhood with the readiness skills and support they need to learn to read once they enter school.
- ❖ Expand the number of high quality family literacy programs.
- ❖ Provide early intervention to children who are at risk of being identified for special education inappropriately.
- ❖ Base instruction, including tutoring, on scientifically-based reading research.

The law was passed for two major reasons. First, in recent years, findings from scientifically based reading research have provided compelling guidance for improved reading practice. Second, national assessments have continued to show great need for improving reading instruction in many schools, especially high poverty schools.

The National Assessment of Educational Progress (NAEP) shows serious deficiencies in children's ability to read. Even in wealthier schools, almost a quarter of fourth-graders are unable to reach NAEP's basic level. ***More than two-thirds of fourth-graders in high poverty schools are unable to reach the basic level.***

Percent of public school fourth-graders NOT able to reach the basic level of reading on NAEP

High poverty schools (> 75% poor)	Low poverty schools (< 25% poor)
68%	23%
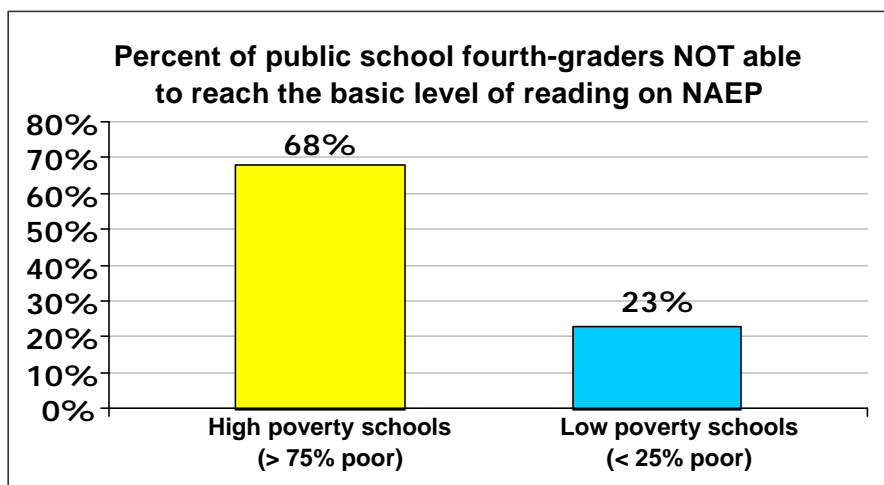
Key Principles in the Reading Excellence Act

Coverage of the <u>six dimensions of reading</u> in grades K-3

The Reading Excellence Act's definition of reading, which must be used by all schools that implement reading strategies under REA, is as follows:

"The term 'reading' means a complex system of deriving meaning from print that requires all of the following:

 A. The skills and knowledge to understand how phonemes, or speech sounds, are connected to print.

 B. The ability to decode unfamiliar words.

 C. The ability to read fluently.

 D. Sufficient background information and vocabulary to foster reading comprehension.

 E. The development of appropriate active strategies to construct meaning from print.

 F. The development and maintenance of a motivation to read." Section 2252 (4)

<u>Use of rigorous research</u> when selecting reading instruction content and strategies

The REA requires that reading instruction be based on scientifically based reading research and includes a definition of this as follows:

"The term 'scientifically based reading research'—

 (A) Means the application of rigorous, systematic, and objective procedures to obtain valid knowledge relevant to reading development, reading instruction, and reading difficulties.

 (B) Shall include research that—

  i. Employs systematic, empirical methods that draw on observation or experiment;
  ii. Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
  iii. Relies on measurements or observational methods that provide valid data across evaluators and observers, and across multiple measurements and observations; and
  iv. Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparatively rigorous, objective, and scientific review." Section 2252 (5)

This does not require selection of specific program models. In fact, most funded grantees in FY 1999 did not propose to select comprehensive models developed by others. Instead, funded states, districts, and schools will assess the reading research and identify specific content and instructional strategies to implement in grades K-3, with supporting family literacy activities for preschool and early elementary grades.

To assist states or schools in assessing the research, the Department provided the following guide with a continuum of criteria to judge effectiveness of strategies, programs, or models for reading instruction or professional development.

Continuum of criteria to judge effectiveness of strategies, programs, or models

Evidence	Criteria: Most Rigorous	Criteria: Somewhat Rigorous	Criteria: Marginal
Theory/research foundation	**Theory based in scientific research?** Does the strategy or program have theory behind its design that is based in the scientific literature?	**Theory based in research?** Does the strategy or program have theory behind its design that is based in descriptive research?	**Any theory?** Is there any theory behind the design of the strategy or program or is it based on "common sense" and "experience"?
Evaluation-based evidence of effectiveness	**Use of an independent evaluator?** Have the student reading gains been confirmed through independent, third-party evaluation?	**Use of organizational evaluator?** Has the strategy or program been evaluated by a state, district, or school evaluation team?	**Use of developer's evaluation data.** Has the strategy or program been evaluated by its developers?
	Use of experimental design (random assignment)? Have student reading gains been shown using experimental and control groups created through large-scale random assignment or carefully matched comparison groups?	**Use of comparison groups?** Have student reading gains been shown using between or within-classroom or school comparisons?	**Use of pre-post tests in classrooms or school?** Have student reading gains been shown for a single school?
	Use of standardized tests on reading? Have there been educationally significant pre and post intervention student reading gains as validly measured using appropriate reading assessments?	**Use of non-standardized reading measures?** Has the strategy or program produced student reading gains relative to district means or other comparison groups using appropriate assessment instruments?	**Use of non-reading measures?** Has the strategy or program produced improvements on other indicators of student reading achievement, e.g. amount of time students spend reading outside of school or student engagement?
	Gains sustained over time? Have the student reading achievement gains been sustained for three or more years?	**Gains sustained?** Have the student reading achievement gains been sustained for one or two years?	**Gains sustained on other measures?** Have other indicators of improved student reading performance been sustained for one or two years?
Implementation	**Full implementation?** Has the strategy or program been fully implemented in the research site or sites for three or more years?	**Implemented?** Has the strategy or program been fully implemented in the original site(s) for two years?	**All components underway for a year?** Has the strategy or program been fully implemented in the original site(s) for a minimum of one school year?
	Implementation well described? Is documentation available that clearly specifies implementation requirements and procedures, including staff development, curriculum, instructional methods, materials, assessments, and costs?	**Implementation described?** Is documentation available that describes some implementation requirements (such as staff development, curriculum, instruction methods, materials, and assessments)?	**Any description available?** Is documentation available that provides a general description of the strategy or program's requirements?
	Costs well documented? Are the costs of full implementation clearly specified, including costs of materials, staff development, additional personnel, etc.?	**Costs estimated?** Have the costs of full implementation been estimated with some detail?	**Any information on costs?** Is documentation available that provides general information about the strategy or program's costs?
	Similar service population? Has the strategy or program been implemented in schools with characteristics similar to the target school (same grade levels; similar school or class size; similar poverty levels; or similar student demographics such as racial, ethnic, and language minority composition)?	**Similar service population in at least one site?** Has the strategy or program been successfully implemented in at least one school with characteristics similar to the target school?	**Any information on service population?** Is information on grade level, size, student demographics, poverty level, and racial, ethnic and language minority concentration available where the strategy or program has been implemented?
Replicability	**Wide replication?** Has the strategy or program been replicated successfully in a wide range of schools and districts, e.g. urban, rural, suburban?	**Replication?** Has the strategy or program been replicated in a number of schools or districts representing diverse settings?	**Replication planned?** Is full replication of the strategy or program being initiated in several schools?
	Replications evaluated? Have the replication sites have been independently evaluated, demonstrating significant student reading gains comparable to those achieved in the pilot site(s)?	**Replication evaluated?** Have some replication sites been evaluated, demonstrating positive gains in student reading ability?	**Any data on replication?** Are promising initial results available from the replication sites?

Reading and Literacy Grants to States

Appropriations

The Reading Excellence Act (REA) is Part C of Title II of the Elementary and Secondary Education Act of 1965 (ESEA). REA was enacted on October 21, 1998 by P. L. 105-277, the Omnibus Appropriations Act of FY 1999. Congress has appropriated $520 million for Reading Excellence so far.

	FY 1999	FY 2000
	$260.0 million	**$260.0 million**
Reading and Literacy Grants to States (ED)	$241.1 million	$241.1 million
National evaluation (ED)	$3.9 million	$3.9 million
Dissemination (NIFL)	$5.0 million	$5.0 million
Even Start state grants (ED)	$10.0 million	$10.0 million

Allocation of funds by states to LEAs

The Act authorizes competitive Reading and Literacy Grants to state education agencies, which in turn distribute the funding to eligible local education agencies through a competitive process. The funding may be distributed as follows:

Allocation of funds by states	Percent of Grant
❖ Subgrants to LEAs for Local Reading Improvement subgrants (LRIs)	80%+
❖ Subgrants to LEAs for Tutorial Assistance subgrants and state administration costs	Up to 15%
❖ State administration of LRIs and state evaluation	Up to 5%
Note: up to 2% of administrative funds may be used for the required evaluation of the program, covering both the LRI and Tutorial Assistance programs.	

State responsibilities and activities

State responsibilities and activities under the three-year Reading and Literacy Grant are:

❖ Form and use a Reading and Literacy Partnership.

➢ *Required:*
- Governor of State
- Chief State school officer
- State legislature representatives
- An eligible local educational agency
- Community-based organization
- State directors of federal/state reading programs
- Parent
- Teacher
- Instructional staff member
- Family literacy service provider

➢ *Optional:*
- Institution of higher education operating a program of teacher preparation based on scientifically based reading research
- Local educational agency
- Private non-profit or for-profit professional development provider
- Adult education provider
- Volunteer organization
- School or public library

❖ Provide leadership and technical assistance that reflects scientifically based reading research. In particular ensure the quality of professional development for teachers and principals.

❖ Hold subgrant competitions for Local Reading Improvement and Tutorial Assistance programs that result in effective, well-implemented local programs of sufficient size and scope.

❖ Monitor program implementation.

❖ Conduct a state evaluation (under contract), and cooperate with federal evaluation and reporting requirements.

❖ Optional: Modify state teacher certification requirements for reading instruction to reflect scientifically-based reading research.
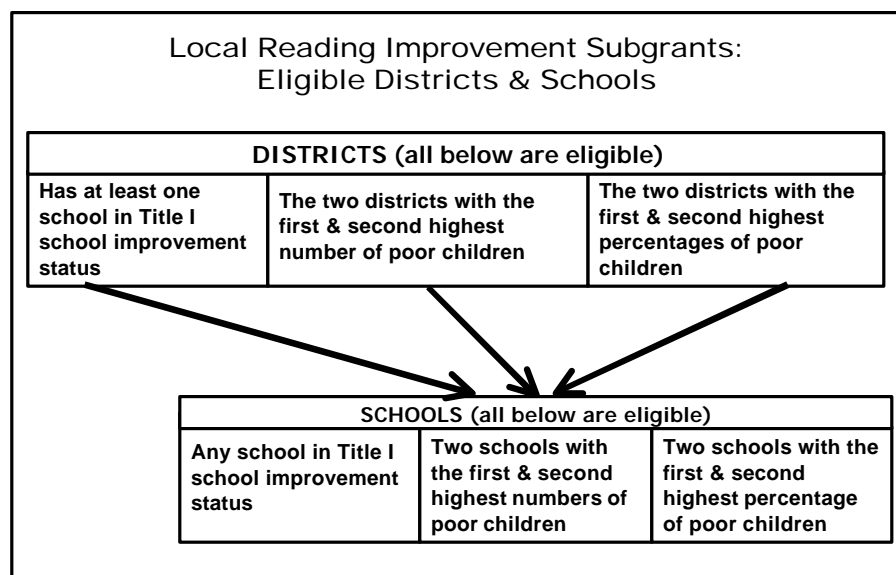
Local Reading Improvement subgrants

Eligibility. Only selected districts and schools are eligible for LRI subgrants. Basically the intent of the Act is to provide funds to very needy districts and schools. The state education agency holds a competition for two-year subgrants among the following districts:

❖ *Title I school improvement status.* All districts that have at least one school identified for school improvement under section 1116(c) of Title I, ESEA. (ED's Title I office approves which schools are in school improvement. The main criterion is that a Title I school is identified for school improvement if for two consecutive years it has failed to make adequate progress in meeting the state's student performance standards, as defined in the state's plan.)

❖ *High poverty numbers.* The two districts with the largest or second largest number of children in the state counted for the Title I formula under section 1124(c).

❖ *High poverty rate.* The two districts with the highest or second highest poverty rate of school-age children in comparison to other LEAs in the state.

In turn, successful districts allocate funding to some or all of the schools that are in Title I school improvement status, have the highest or second highest number of poor children in the LEA, or have the highest or second highest percent of poor children in the LEA.

The following chart shows eligibility information graphically:

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┌─────────────────────────────────────────────────────────────────┐
│              Local Reading Improvement Subgrants:                 │
│                  Eligible Districts & Schools                     │
│  ┌─────────────────────────────────────────────────────────────┐ │
│  │            DISTRICTS (all below are eligible)                │ │
│  ├──────────────────┬──────────────────┬───────────────────────┤ │
│  │ Has at least one │ The two districts│ The two districts with│ │
│  │ school in Title I│ with the first & │ the first & second    │ │
│  │ school improvement│ second highest  │ highest percentages of│ │
│  │ status           │ number of poor   │ poor children         │ │
│  │                  │ children         │                       │ │
│  └──────────────────┴──────────────────┴───────────────────────┘ │
│  ┌─────────────────────────────────────────────────────────────┐ │
│  │             SCHOOLS (all below are eligible)                 │ │
│  ├──────────────────┬──────────────────┬───────────────────────┤ │
│  │ Any school in    │ Two schools with │ Two schools with the  │ │
│  │ Title I school   │ the first &      │ first & second        │ │
│  │ improvement      │ second highest   │ highest percentage    │ │
│  │ status           │ numbers of poor  │ of poor children      │ │
│  │                  │ children         │                       │ │
│  └──────────────────┴──────────────────┴───────────────────────┘ │
└─────────────────────────────────────────────────────────────────┘
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States must allow all eligible districts to compete for the funding. The SEA may place some limits on the percent of schools that can be served or can add criteria such as priority for schools that have greater need or have fewer resources from outside grants. Districts need not select every eligible school and may select from among those eligible, taking into account local needs. However, the SEA's review will assess the district's choices.

Uses of funds. The LRI subgrants provide support to local educational agencies to advance reform of reading instruction in participating schools. This must include, among other activities:

- ❖ improving the reading instruction practice of teachers and other instructional staff through professional development based on scientifically based reading research,
- ❖ carrying out family literacy services (e.g., parent and child interactive activities, early childhood education, adult training, and parent education), and providing early literacy intervention to children experiencing reading difficulties, including kindergarten transition programs.

Key features include the requirements that the LEA will base the project's activities on scientifically based reading research and will enter into an agreement with experts on the particular reading approaches being implemented.
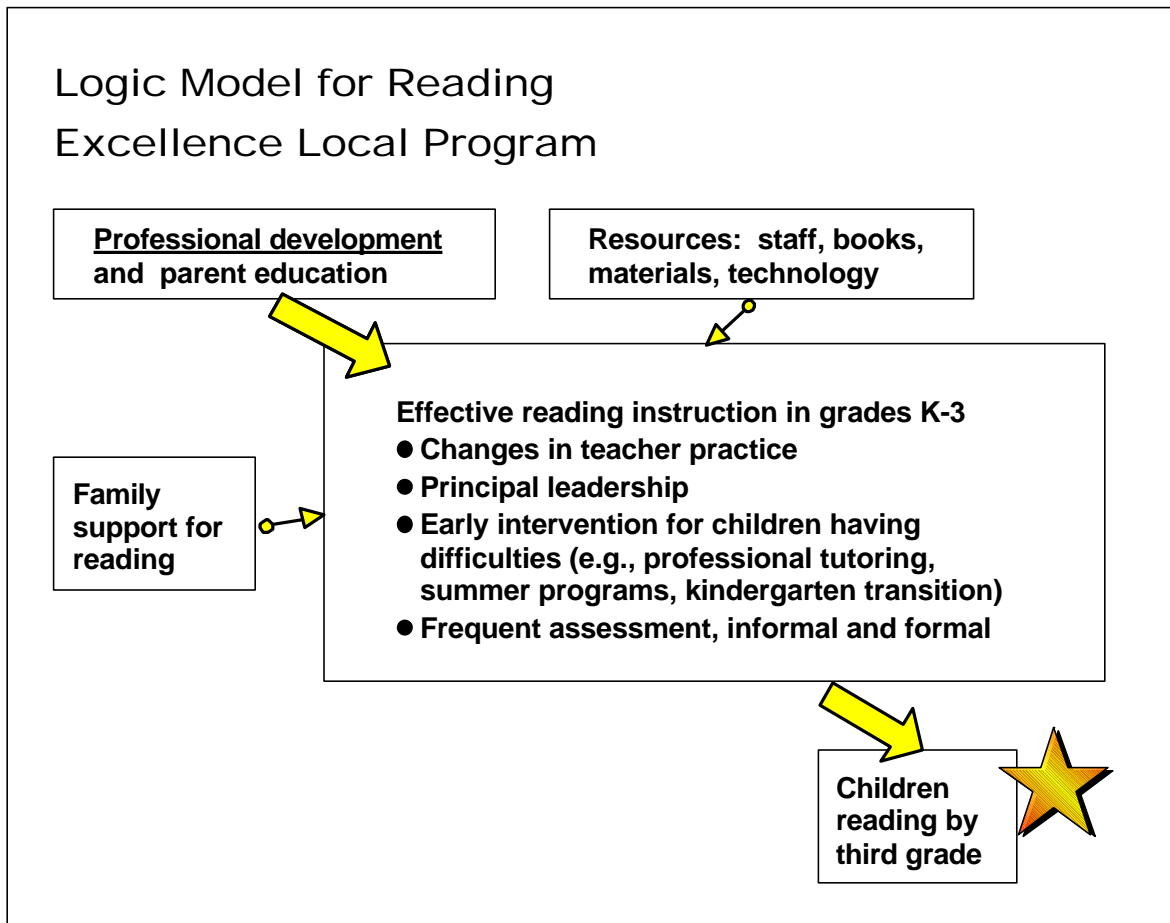
Also, the LEA must form a partnership with one or more community-based organizations of demonstrated effectiveness in early childhood literacy and reading readiness, reading instruction, and reading achievement in carrying out the project's activities, or describe why such a partnership is not feasible.

The funds may be used for the following activities, all of which must be provided, although not necessarily with REA funds:

- ❖ Research-based reading instruction in grades K-3
- ❖ Reading instruction to children with reading difficulties
- ❖ High quality professional development for classroom teachers and other instructional staff
- ❖ Curriculum and supportive materials
- ❖ Tutoring and other reading support services during non-instructional time
- ❖ Training for tutors
- ❖ Kindergarten transition
- ❖ Family literacy services (parent and child interactive activities, early childhood education, adult literacy, and parenting education)
- ❖ Parent training to help their children with reading
- ❖ Technical assistance
- ❖ Promotion of reading and library programs that provide access to engaging reading materials
- ❖ Coordination of local reading, library, and literacy programs and others supported by the Elementary and Secondary Education Act
- ❖ Administrative costs

Local Reading Improvement subgrants – logic model of key elements

A model showing how the LRI grant works in a school is shown below:

Logic Model for Reading Excellence Local Program

Professional development **and parent education**

Resources: staff, books, materials, technology

Effective reading instruction in grades K-3
- **Changes in teacher practice**
- **Principal leadership**
- **Early intervention for children having difficulties (e.g., professional tutoring, summer programs, kindergarten transition)**
- **Frequent assessment, informal and formal**

Family support for reading

Children reading by third grade

Tutorial Assistance subgrants

Eligibility. As with the LRI subgrants, only selected districts and schools are eligible for Tutorial Assistance subgrants. The same set of districts eligible for LRIs are also eligible for Tutorial Assistance, with the addition of districts that have an Enterprise Community or Empowerment Zone. To the three types of eligible districts for LRIs, add the following for Tutorial Assistance subgrants:

❖ *Empowerment zone or enterprise community*. All LEAs that have at least one school in the geographic area served by the LEA that—(i) is located in an area designated as an empowerment zone under part I of sub-chapter U of chapter 1 of the Internal Revenue Code of 1986; or (ii) is located in an area designated as an enterprise community under part I of subchapter U of chapter 1 of the Internal Revenue Code of 1986.

Tutorial Assistance Subgrants - Eligible Districts & Schools		
Eligible districts (all five are eligible)		
Has at least one school in Title I school improvement status	**Has either the highest or second highest number of poor children**	**Has either the highest or second highest percentage of poor children**
Has at least one school in an empowerment zone	**Has at least one school in an enterprise community**	

Eligible schools (all five types are eligible)			
Schools in Title I school improvement status	**First or second highest numbers of poor children**	**First or second highest percentage of poor children**	**In empowerment zone or enterprise community**

Uses of funds. Successful districts and schools must use their Tutorial Assistance subgrants to provide tutorial assistance in reading to children having difficulty in reading -- before or after school, on weekends, or during the summer. The tutoring must be based on scientifically-based reading research and must be consistent with the school curriculum. The tutorial assistance providers accepted for this program must have a record of effectiveness in providing tutorial services in reading readiness, reading instruction, or early childhood literacy.

Activities required include:

❖ Developing criteria for determining eligibility of tutorial assistance providers.

❖ Organizing multiple providers and monitoring their services.

❖ Developing a process for selecting children, including selecting among children when too many are identified for services. The selection procedures must include giving priority to children most in need, as determined through assessments, and randomly selecting children equally in need.

❖ Keeping parents informed of the quality of the programs and on their child's progress.

❖ Ensuring participant confidentiality so that the names of children participating in the program (and their parents) and any personally identifiable information about any child or parent won't be disclosed without the prior written consent of the parent.

Evaluation and Strategic Planning

State evaluation

States must conduct an evaluation of its Reading Excellence Act program. Each SEA that receives a grant must evaluate the success of the agency's subgrantees in meeting the purposes of the Reading Excellence Act. (Section 2259(a)) At a minimum, the evaluation must measure the extent to which students who are the intended beneficiaries of the subgrants made by the agency have improved their reading skills. The SEA must submit the findings from the evaluation under this subsection to the Secretary.

States are encouraged to develop indicators to assess outcomes and district and school subgrant implementation.

State annual performance reports. Each SEA that receives a grant must submit an annual performance report to the Secretary. The report must include (1) a description of the LEAs that received funds; (2) information on the program or programs of reading instruction used by the LEAs; (3) the results of the state evaluation; and (4) other information as required by the Secretary.

Federal evaluation

The Secretary must submit the results of a national evaluation of the Reading Excellence Act to the Congress (see Sections 2257 and 2259 of the Act) along with a summary of the state education agency evaluation findings. Overall objectives for the REA evaluations are:

1. Assess effectiveness of the REA in improving early reading in high-poverty, low-performing schools for all students, including children at risk of inappropriate referral to special education.

2. Assess the quality of REA's implementation in states, districts, and schools.

3. Determine effectiveness of the REA's overall strategy of supporting change in primary school instructional practice based on research findings through providing competitive grants to states.

4. Provide data for ED's GPRA requirements.

Current REA evaluations planned include a mix of evaluation studies and design/program analysis studies in preparation for further work. See the table on the next page for the current list of studies.

Reading Excellence analyses and evaluations

Project	Overall Topic or Research Questions	Methodology	Start Date	Status	Contractor	Length
Evaluation Studies						
1. **State, district and school performance**	How is the REA being implemented by states, districts, and schools? Who is being served? What are key barriers and problems?	Descriptive surveys, including use of telephone interviews for states and a sample of districts and Internet- based reporting for schools. Universe survey of schools. First year: estimated 900 schools.	October 1999	Under way	AIR	3 years
2. **School and classroom impact and implementation (SCII study)**	Do REA schools improve their reading achievement over time? Do REA schools show greater gains in reading than similar Title I schools? Do REA programs meet criteria defined in the legislation at the district and school-level? To what extent are all program components being implemented fully?	Representative survey of 400 schools. Subsample of about 75 fully-implemented schools for outcome assessment and detailed information on implementation. Use of state and local assessment data where available.	Sept. 2000	In process	RFP	5 years
3. **Effects of REA framework on children's reading growth**	What is the effect of implementing the REA "model" or underlying framework? Which students benefit most? Least? What works best and when for the worst-off students – the children who, while not learning disabled, still have great difficulty in learning to read?	Experimental design or high quality reference group in 20 treatment schools and 20 control schools; longitudinal study using common measures at multiple points of time, growth curve analysis.	Sept. 2000	In process	RFP	5 years
Analytic Projects						
4. **Professional development**	What are promising practices for professional development on reading instruction?	Case studies, literature review, extrapolation from standard professional development literature.	Dec. 1999	Under way	AIR	12 months
5. **Literature synthesis on ELL instruction**	What is known about instruction for English language learners (ELLs)?	Research synthesis	Sept. 1999	Under way	UT – Ortiz	12 months
6. **Reading instruction for English language learners**	How are ELLs best taught reading – whether in the native language or in English? By the six dimensions of reading.	Research synthesis, extrapolation from scientifically based reading research, expert judgment	June 2000	Under way	AIR	12 months
7. **Condition of Reading**	What is known about reading instruction in the U.S.? About children, teachers, schools, states?	Compilation of statistics by state and nationally	July 2000	Under way	AIR	6 months
Methodology						
8. **Evaluation design and analysis for assessing children's reading growth**	How can growth curve analysis be used in evaluations of children's reading growth? Experimental design?	Design	July 2000	Under way	Mathematica	8 months
9. **School and classroom implementation measures**	What are appropriate measures to identify effective reading instruction?	Design	July 2000	Under way	RMC	8 months
10. **Student achievement measures**	What are appropriate measures of student achievement for evaluations?	Design	Oct. 1999	Under way	AIR	12 months
Evaluation support						
11. **State evaluation assistance**		Technical support to SEAs as they implement state evaluations.	Oct. 1999	Under way	AIR	2 years
12. **REA evaluation advisory group**		Experts in reading instruction, reading research and assessment, and evaluation methodology	Sept.2000	Planned	Task	2 years

REA strategic plan

A performance plan for the Reading Excellence Program was included in the Department's Annual Performance Plan for FY 2000. The plan was submitted to Congress in February 1999. An updated version of that plan follows.

Reading Excellence Program (FY 2000) - 10/4/00

Goal: To improve reading for children in high poverty schools and in schools needing improvement by supporting research-based reading instruction and tutoring.

Objectives	Indicators	Baseline Data	Sources, Periodicity, Next Update
1. **Significantly improve students' achievement in participating schools and classrooms**	1.1 **Participating students' achievement.** By 2002, participating students will increase their reading scores significantly compared to comparable non-participants.	*New program*	1.1 School Impact and Implementation Study annually, 2001.
2. **Build the capacity of states and local districts to design and implement improvement strategies for reading that result in effective changes in the classrooms.**	2.1 **Teacher knowledge.** An increasing number of teachers participating in program-sponsored training will develop expertise in research-based reading instruction methods**.** 2.2 **Instructional change.** An increasing number of teachers participating in program sponsored training will significantly align their instruction with research based, effective practice. 2.3 **State system changes**. By Summer 2001, at least 16 states will have revised their state in-service training and guidelines for reading certification to reflect scientifically based reading research.	*New program.*	2.1 School Impact and Implementation Study annually 2001. 2.2 School Impact and Implementation Study annually 2001. 2.3 State and District Implementation Evaluation annually 2001.
3. **Identify and validate research-based models of effective practice for reading instruction, reading tutoring, and professional development.**	3.1 **Model identification.** By 2001, at least 5 new, research-based reading programs or teacher training programs will be validated as effective and suitable as models for other districts and states.	*New program.*	3.1 National Evaluation of the Reading Excellence Program (model-identification component), annual, 2000; National Even Start Evaluation, 2000.

Relation of Objectives to Strategic Plan: The Reading Excellence program directly supports Objective 2.2 (every child reading by the end of 3rd grade) in its support of professional development and services for high quality, research-based reading programs and supportive tutoring services. The program also supports Objective 2.4 (special populations) because it focuses its resources on districts with high poverty rates or numbers and districts with schools identified as needing school improvement. Models resulting from this program will be helpful to similar districts elsewhere. The program supports Objective 2.1 (all children entering school ready to learn) through its family literacy activities. Finally, this program will identify effective models for teacher training in reading that can be used in support of Objective 1.4 (teacher preparation).

Reading Excellence Act's Federal Partners - Interagency Working Group

National Academy of Sciences (NAS)

Dr. Alexander K. Wigdor

Director of the Division on Education, Labor, and Human Performance and
Deputy Director of the Commission on Behavioral and Social Sciences and
Education at the National Academy of the Sciences

National Institute for Child Health and Human Services (NICHD)

Dr. G. Reid Lyon

Chief, Child Development and Behavior Branch at the National Institute
Of Child Health and Human Development

National Institute for Literacy (NIFL)

Dr. Andrew J. Hartman

Executive Director, National Institute for Literacy

Expert Panel for Review of FY 2000 REA Applications

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University of Rhode Island

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Cognition and Development
University of California, Berkeley

Jerlean Daniel, Ph.D.
Associate Professor
School of Education
University of Pittsburgh

Jack M. Fletcher, Ph.D.
Professor, Department of Pediatrics and
Center for Academic and Reading Skills
University of Texas-Houston Health
Science Center

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Associate Professor of Education
University of Pennsylvania and
Director, National Center on Fathers and Families,
and Associate Director, National Center on Adult
Literacy

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Professor of Human Development
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Curry School of Education
University of Virginia

Joseph Johnson, Ph.D.
Director, Collaborative for School Improvement
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Harvard University

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Current Reading Excellence Program Grantees

By fall 2000, the first cohort of Reading Excellence grants – 17 states – were joined by 10 new states that received awards in August 2000. The current list of REA grantees is as follows:

Reading Excellence Program Grants to States			
Grantee	**Contact**	**Phone**	**Grant Award**
Alabama	Katherine Mitchell	(334) 353-1389	$ 7,500,000
California	Terry Emmett	(916) 657-5140	60,000,000
Colorado	William Windler	(303) 866-6631	7,498,525
District of Columbia	Pearline Humbles	(202) 442-5570	4,209,500
Florida	Lou Marsh	(850) 487-3520	26,000,000
Illinois	Eunice Greer	(217) 557-7323	37,934,297
Iowa	James H. Reese	(515) 281-5751	10,000,000
Kansas	Norma Cregan	(785) 296-4906	8,000,000
Kentucky	Debbie Schumacher	(502) 564-7056	7,500,000
Louisiana	Rodney Watson	(225) 342-3480	15,014,966
Maine	Becky Dyer	(207) 287-5882	4,717,422
Maryland	Pamela Rios	(410) 767-7874	14,198,868
Massachusetts	Linda Martin	(781) 388-3300	18,306,000
Mississippi	Susan Rucker	(601) 359-3778	31,308,288
New Mexico	Larry J. Martinez	(505) 827-4344	5,000,000
North Carolina	June Atkinson	(919) 715-1626	15,000,000
Ohio	Stephanie Gerber/	(614) 466-0224	30,056,270
	Nicole Luthy	(614) 466-0224	
Oklahoma	Cindy Koss	(405) 521-4513	7,504,000
Oregon	Dawn Billings	(503) 378-8004	6,243,775
Pennsylvania	James Scheffer	(717) 783-2193	30,000,000
Rhode Island	Charlotte Diffendale	(401) 222-4600	4,000,000
Texas	Hellen Bedgood	(512) 463-9027	35,999,855
Utah	Laurie Lacy	(801) 538-7501	7,000,000
Vermont	Susan S. Biggam	(802) 828-5412	2,010,944
Virginia	Linda Poorbaugh	(804) 786-3925	15,000,000
Washington	B. J. Wise	(360) 753-5675	15,000,000
West Virginia	Beverly Kingery	(304) 558-7805	5,992,005
			$ 430,277,293

Reading Excellence Program Calendar, FY 2000-01

Dates	Events/Activities
September 2000-January 2001	Meetings with future state applicants
September 18-20, 2000	*Improving America's Schools conference, Sacramento, CA*
October 2-4, 2000	*Improving America's Schools conference, Louisville, KY*
October 16 or 17, 2000	ED meeting with new REA state directors, Washington, DC
November 29-December 2	*National Reading Conference annual meeting,, Scottsdale, AZ*
December 13-15, 2000	*Improving America's Schools conference, Washington DC*
Winter 2001	NIFL reading research institute
Mid-December 2000	Federal Register notice requesting FY 2001 REA applications
January 20-23, 2001	*National Association of State Title I Directors annual conference, Phoenix*
January-February 2001	Meeting with all REA state directors
Early February 2001	FY 2001 state applications due to ED
March 2001	FY 2001 expert panel review process
April 10-14, 2001	*American Educational Research Association annual conference, Seattle*
April 29-May 4, 2001	*International Reading Association annual conference, New Orleans*
Late April 2001	Notification to states of FY 2001 awards
June 1-3, 2001	*Society for the Scientific Study of Reading annual conference, Boulder, CO*
July 2001	FY 2001 funds released to states

Resources

Related websites

ED

U.S. Department of Education (ED)
http://www.ed.gov/

Reading Excellence Program (REA)
http://www.ed.gov/offices/OESE/REA/

America Reads Challenge (ARC)
http://www.ed.gov/inits/americareads/

National Institute for Literacy, National Reading
Initiative
http://www.nifl.gov/REA/REA.htm

Federal agencies and programs

National Institute for Child Health and Human
Development (NICHD)
http://www.nichd.nih.gov/about/crmc/cdb/cdb.htm

National Institute for Literacy (NIFL)
http://www.nifl.gov/

National Academy of Sciences (NAS)
http://www.nas.edu/

Corporation for National Service (CNS)
http://www.cns.gov/

Reading Is Fundamental (RIF)
http://www.rif.org/

R&D and technical assistance providers

Center for the Improvement of Reading (CIERA)
http://www.ciera.org/

Society for the Scientific Studies of Reading
http://www.gse.utah.edu/edst/sssr/

Regional Educational Laboratories
http://www.ed.gov/pubs/triedandtrue/map.html

Comprehensive Technical Assistance Centers
http://www.wested.org/cc/html/ccnetwork.htm

Reading Success Network
http://sccac.lacoe.edu/priorities/reading.html

National organizations

Council of Chief State School Officers (CCSSO)
http://www.ccsso.org/

International Reading Association (IRA)
http://www.reading.org/

National Center for Family Literacy (NCFL)
http://www.famlit.org/

National Education Association (NEA)
http://www.nea.org/

American Federation of Teachers (AFT)
http://www.aft.org/index.html

National Association for the Education of Young
Children (NAEYC)
http://www.naeyc.org/about/about_index.htm

Education Commission of the States (ECS)
http://www.ecs.org/ecs/ecsweb.nsf/HTML

Grant Administration

What should I know about ED grants?
http://www.ed.gov/pubs/KnowAbtGrants/

EDGAR (ED General Administrative Regulations)
http://ocfo.ed.gov/grntinfo/edgar.htm

Grants administration
http://ocfo.ed.gov/

Publications

U.S. Department of Health and Human Services Public Health Service, National Institutes of Health, National Institute of Child Health and Human Development. *Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and its Implications for Reading Instruction,* **by the National Reading Panel.** Washington, D.C.: April 2000.

    A comprehensive, evidenced-based review of research on how children learn to read.

National Academy of Sciences (National Research Council). *Preventing Reading Difficulties in Young Children***, edited by Catherine E. Snow, M. Susan Burns, and Peg Griffin.** Washington, D.C.: National Academy Press, 1998.

    A definitive work that synthesizes research on reading for preschool through grade 3.

National Academy of Sciences. *Starting Out Right: A Guide to Promoting Children's Reading Success,* **edited by Catherine E. Snow, M. Susan Burns, and Peg Griffin**. Washington, D.C.: National Academy Press, 1999.

    Provides practical information for teachers, parents, and tutors based on Preventing Reading Difficulties.

America Reads Challenge (U.S. Department of Education). *Start Early, Finish Strong: How to Help Every Child Become a Reader.* Washington, D.C.: EDPUBS, 1999.

    Explains what can be done to accelerate the pace of the national reading initiative to help every child become a reader by the third grade.

Northwest Regional Educational Laboratory. *So That Every Child Can Read. . .America Reads Community Tutoring Partnerships: A Review of Effective and Promising Practices and Volunteer Reading Tutoring Programs.* Portland, Oregon: NWREL, 1999.

    Reports on 61 partnerships for community tutoring sponsored by America Reads. Gives guidance for program design and many examples of good programs in operation.

American Federation of Teachers (AFT). *Teaching Reading Is Rocket Science: What Expert Teachers Should Know and Be Able to Do.* Washington, D.C.: American Federation of Teachers, AFL-CIO, June 1999.

    Presents the case for more technically-trained elementary school teachers. The appendix lists what a teacher or expert advisor needs to know.

National Association for the Education of Young Children. *Learning to Read and Write: Developmentally Appropriate Practices for Young Children: A Joint Position Statement of the International Reading Association and the National Association for the Education of Young Children.* Washington, D.C., July 1998.

    Contains a review of the literature plus identifies key elements for instruction for early childhood education.

REA Staff State Assignments

Pam Reed
202 401-3684
Arkansas
Connecticut
Illinois
Indiana
Iowa
Kentucky
Maine
Massachusetts
Missouri
New Hampshire
New Jersey
New York
Michigan
Rhode Island
Wisconsin
Vermont

Monique Waddell
202 205-5812
Alabama
Delaware
Florida
Georgia
Hawaii
Maryland
Mississippi
North Carolina
Ohio
Pennsylvania
South Carolina
Tennessee
Virginia
West Virginia

District of Columbia
American Samoa
Guam
Northern Marianas

Kristin Bunce
Seattle, WA
206 709-7604
Alaska
Idaho
Oregon
Washington
Wyoming

Vanessa Garza
202 401-1121

Arizona	**New Mexico**
California	**North Dakota**
Colorado	**Oklahoma**
Kansas	**South Dakota**
Louisiana	**Texas**
Minnesota	**Utah**
Montana	
Nebraska	**Puerto Rico**
Nevada	**Virgin Islands**

Map labels: Kristin (Alaska), Kristin (Washington, Oregon, Idaho, Wyoming); Vanessa (California, Nevada, Arizona, Utah, Colorado, Montana, North Dakota, South Dakota, Nebraska, Kansas, Oklahoma, New Mexico, Texas, Minnesota, Louisiana, Puerto Rico, Virgin Islands); Pam (Wisconsin, Michigan, Iowa, Illinois, Indiana, Missouri, Arkansas, New York, New Hampshire, Vermont, Maine, Massachusetts, Connecticut, Rhode Island, New Jersey); Monique (Hawaii, Pennsylvania, Ohio, West Virginia, Virginia, Maryland, Delaware, North Carolina, South Carolina, Tennessee, Mississippi, Alabama, Georgia, Florida)

Note: Current REA grantees are underlined.

REA Staff and Contact Information

The Department of Education's Office of Elementary and Secondary Education administers the Reading Excellence program. It is located in the New Programs Unit headed by Joseph Conaty.

REA's program's address and contact numbers are:

Reading Excellence Program
Office of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Ave. SW, Room 5C-152
Washington, DC 20202-6200

Phone: 202 260-8228
Fax: 202 260-8969
E-mail: reading_excellence@ed.gov

Website: http://www.ed.gov/offices/OESE/REA/

Staff

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